

Texas Education Agency Standard Application System (SAS)

<input type="checkbox"/> 2015-2016 Public Charter School Program Start-Up Grant		
Program authority:	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED 2015 DEC 16 PM 4:33 TEXAS EDUCATION AGENCY </div>
Grant period:	May 1, 2015, to July 29, 2016	
Application deadline:	5:00 p.m. Central Time, December 16, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Arnolando Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#	Amendment #
Responsive Education Solutions / Premier High Schools		072801	Premier CTE Center	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
1752748762	11	TX-26	083068036	
Mailing address			City	State ZIP Code
P.O. Box 292730			Lewisville	TX 75029-

Primary Contact

First name	M.I.	Last name	Title
Victor		Jones	Director of Career & Technical Education
Telephone #	Email address		FAX #
972-316-3663	vjones@responsiveed.com		972-315-9506

Secondary Contact

First name	M.I.	Last name	Title
Rosalinda		Gonzalez	Corporate Administrator for South Region
Telephone #	Email address		FAX #
972-316-3663	rgonzalez@responsiveed.com		972-315-9506

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name James	M.I.	Last name Taylor	Title Chief Financial Officer
Phone # 972-316-3663		Email address jtaylor@responsiveed.com	FAX # 972-315-9506
Signature (blue ink preferred)		Date signed	

701-15-101-019

12-15-14
Only the legally responsible party may sign this application.

Schedule #1—General Information(cont.)

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a	A completed Attachment 1 from the "To the Administrator Addressed" letter dated

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	Public Charter School	August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846 .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.

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	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a sub grant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all sub grant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Responsive Education Solutions' (ResponsiveEd) community of schools are tuition-free, public charter schools dedicated to helping students of all ages achieve their full potential. Strongly tied to the communities they serve, the mission of ResponsiveEd schools is to provide hope for students through an encouraging, innovative environment where they are academically successful and develop into lifelong learners. With more than 65 campuses, ResponsiveEd is the largest charter school district in the state of Texas. ResponsiveEd campuses are located primarily in metropolitan areas, and include Premier High Schools, Vista Academies, iSchool High, Quest Middle Schools, and Founders Classical Academy.

To meet the challenge of preparing today's young people for the 21st century workplace, the proposed ResponsiveEd Premier Career and Technical Education (CTE) Center will increase student academic growth (as measured by NWEA MAP assessments), content mastery (as measured by state End of Course tests), career readiness (as driven by CTE specific employment requirements of upperclassmen) and college acceptance rates.

The CTE center will provide a context in which the academic core subjects will be made relevant to students and their post-secondary career choices by active engagement in CTE career clusters offered through a series of courses based around the career needs specified in the region. The CTE Center will be in compliance with standards set by House Bill 5 (HB 5), passed by the 83rd Texas Legislature, and will offer career clusters that support the endorsements already established through HB 5. The first Premier CTE Center will serve the South Texas region through offering the following career clusters: Arts, A/V Technology and Communications, Health Science, Law, Public Safety, and Corrections and Security.

The CTE Center is designed to have an emphasis on preparing students for secondary and post-secondary opportunities, utilizing principles of leadership and collaboration, embracing emerging trends in education according the Texas Education Agency (TEA) as well as global trends, and bridging the gap between high school and college/career readiness through the use of technology. All students will be enrolled in CTE courses that are aligned with student career interest and future employment options. Career center instructors will use the direct-teach modality for CTE courses as students develop skills through active research, real world experiences, and use of the internet for career and labor market information.

Located in the Valley region of south Texas, the campus focus will provide active participation in CTE career clusters as lifelong learning for lifetime success. College/career guidance and counseling will be provided to support student success. Learning about careers, setting secondary and postsecondary education goals, and mastering rigorous academics will all be part of an ongoing process to prepare students for educational achievement, meaningful careers, and active participation in their communities.

CTE courses are, and will continue to be, designed to allow continuous growth within the career cluster pathways. The career centers will be outfitted with all necessary resources, materials, and equipment to successfully provide academic, career and technical training to students in their field of interest. Upperclassmen will be required to hold positions within local businesses for internships and job training experience. Students will also acquire experience in their chosen careers by participation in CTE student organizations, in which leadership and character building will be an integral part of their career and technical development.

Faculty will be selected based on their areas of certification. The goal of this school will be for students to graduate with not only a high school diploma but equipped to pass mastery certifications in their identified areas of interest as the next step in their academic and/or employment opportunities. This new school will utilize technology to drive the learning process and enhance students' abilities to work in 21st century positions of employment.

The Premier CTE Center will be a model for fundamental and strategic change in high school education to improve job placement and postsecondary preparedness for all students and to align graduates to better serve their families, community, and country in the 21st century.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12

Grant period: May 1, 2015, to July 29, 2016

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementatio n: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$61,782	\$10,462	\$72,244
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,070	\$8,625	\$38,695
Schedule #9	Supplies and Materials (6300)	6300	\$616,659	\$	\$616,659
Schedule #10	Other Operating Costs (6400)	6400	\$	\$15,297	\$15,297
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$72,690	\$	\$72,690
Grand total of budgeted costs (add all entries in each column):			\$781,201	\$34,384	\$815,585

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 072801				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementat ion Costs	TOTAL Payroll Budgeted
Academic/Instructional						
1	Teacher		4	\$32,702	\$4,905	\$37,607
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director		1	\$5,569	\$1,392	\$6,962
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant		2	\$4,245	\$1,061	\$5,306
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor		1	\$8,175	\$1,226	\$9,401
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Other Employee Positions						
15	Title			\$	\$	\$
16	Title			\$	\$	\$
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$50,691	\$8,584	\$59,276
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay		\$	\$	\$
20	6119	Professional staff extra-duty pay		\$	\$	\$
21	6121	Support staff extra-duty pay		\$	\$	\$
22	6140	Employee benefits		\$11,091	\$1,878	\$12,970
23	61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$11,091	\$1,878	\$12,970
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$61,782	\$10,462	\$72,246

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)					
County-district number or vendor ID: 072801			Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.					
Expense Item Description		Planning	Implement ation	TOTAL Budgeted	
6269	Rental or lease of buildings, space in buildings, or land	\$		\$	
	Specify purpose: 4 months lease payments estimated at \$1.00/sq. ft. for 20,000 sq.ft. facility from May 1 st , 2015 through September 1 st , 2015.				
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$11,070	\$8,625	\$19,695	
	Specify purpose: Direct mail and postage				
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$11,070	\$8,625	\$19,695	
Professional Services, Contracted Services, or Sub grants					
#	Description of Service and Purpose	Check If Sub grant	Planning	Implement ation	TOTAL Budgeted
1	6297 – Marketing Service – Creation, organization, and distribution of Career and Technology Academy career cluster focused marketing materials targeted for identified student population in specific geographic region.	<input type="checkbox"/>	\$15,000	\$	\$15,000
2	6239 – Education Service Center Services – Participation in all ongoing Career and Technology Professional Development opportunities specifically related to identified career clusters	<input type="checkbox"/>	\$2,000	\$	\$2,000
3	6211 – Professional Services – Legal – specific legal services associated with startup of new school	<input type="checkbox"/>	\$2,000	\$	\$2,000
4		<input type="checkbox"/>	\$	\$	\$
5		<input type="checkbox"/>	\$	\$	\$
6		<input type="checkbox"/>	\$	\$	\$
7		<input type="checkbox"/>	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$
11		<input type="checkbox"/>	\$	\$	\$
12		<input type="checkbox"/>	\$	\$	\$
13		<input type="checkbox"/>	\$	\$	\$
14		<input type="checkbox"/>	\$	\$	\$
b. Subtotal of professional services, contracted services, or sub grants less than \$10,000:			\$19,000	\$	\$19,000
a. Subtotal of professional and contracted services requiring specific approval:			\$11,070	\$8,625	\$19,695
b. Subtotal of professional services, contracted services, or sub grants:			\$19,000	\$	\$19,000
c. Remaining 6200—Professional services, contracted services, or sub grants that do not require specific approval:			\$	\$	\$
(Sum of lines a, b, and c) Grand total			\$30,070	\$8,625	\$38,695

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)								
County-District Number or Vendor ID: 072801					Amendment number (for amendments only):			
Expense Item Description								
6399	Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Planning	Implementa tion	TOTAL Amount Budgeted
	1	Laser Printer	A/V Technology & Communications career cluster	12	\$300	\$175,228	\$	\$175,228
	2	iPad	A/V Technology & Communications career cluster	30	\$699			
	3	Dell Desktop	A/V Technology & Communications career cluster	114	\$500			
	4	Lenovo ThinkPad	A/V Technology & Communications career cluster	20	\$1,259			
	5	Projector	A/V Technology & Communications career cluster	12	\$500			
	6	SMART Board	A/V Technology & Communications career cluster	9	\$2,499			
	7	Color Printer	A/V Technology & Communications career cluster	5	\$349			
	8	Dell Switches	Campus IT	3	\$4,000			
9	Firewall/Router	Campus IT	1	\$3,000				
10	Laptop Charging Cart	A/V Technology & Communications career cluster	1	\$1,650				
6399	Technology software—Not capitalized					\$124,197	\$	\$124,197
6399	Supplies and materials associated with advisory council or committee					\$	\$	\$
Subtotal supplies and materials requiring specific approval:					\$299,425	\$	\$299,425	
Remaining 6300—Supplies and materials that do not require specific approval:					\$317,232	\$	\$317,232	
Grand total:					\$616,659	\$	\$616,659	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 072801		Amendment number (for amendments only):		
Expense Item Description		Planning	Implementation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)			
	Specify purpose: Airfare, lodging, ground transportation, food, and registration fees for out-of-state travel to and from CTE related professional development opportunities.	\$	\$3,825	\$3,825
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.			
	Specify purpose: Ground transportation for in-state college and career readiness events for CTE related professional development opportunities related to identified career clusters.	\$	\$4,800	\$4,800
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees			
	Specify purpose: Airfare, lodging, ground transportation, food, and registration fees for in-state travel to observe and participate in regional CTE related professional development opportunities.	\$	\$2,200	\$2,200
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)			
	Specify name and purpose of organization: Association for Career and Technical Education, Career and Technology Association of Texas, Texas Health Occupations Association, Texas Public Safety Instructors, National Consortium on Health Science and Technology. These organizations will all support student development, leadership, and job experience throughout their time at the CTE.	\$	\$4,472	\$4,472
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		\$	\$15,297	\$15,297
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
Grand total:		\$	\$15,297	\$15,297

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 072801

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$	\$	\$
2		N/A	N/A	\$	\$	\$
3		N/A	N/A	\$	\$	\$
4		N/A	N/A	\$	\$	\$
5		N/A	N/A	\$	\$	\$
66XX/15XX—Technology hardware, capitalized						
6	6639 - iMac – A/V Technology & Communications career cluster	20	\$2,499	\$49,980	\$	\$49,980
7	6639 – Dell PowerEdge Server	1	5,800	\$5,800	\$	5,800
8	6639 – Canon Copier	1	11,000	\$11,000	\$	11,000
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
66XX/15XX—Technology software, capitalized						
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles						
23	6639 - Cinema Rig - A/V Technology & Communications career cluster	1	\$5,910	\$5,910	\$	\$5,910
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
29			\$	\$	\$	\$
30			\$	\$	\$	\$
31			\$	\$	\$	\$
32			\$	\$	\$	\$
33			\$	\$	\$	\$
34			\$	\$	\$	\$
35			\$	\$	\$	\$
36			\$	\$	\$	\$
37			\$	\$	\$	\$
Grand total:				\$72,690	\$	\$72,690

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievements and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the last several years there has been an increasing emphasis placed statewide on the need for greater flexibility for high school students when choosing their courses while at the same time maintaining academic rigor. HB 5 introduced five areas of endorsements for students to earn as enhancements to their traditional high school diploma: Science, Technology, Engineering and Math (STEM), Business and Industry Public Service, Arts and Humanities, and Multidisciplinary Studies. While this emphasis continues to spread statewide, residents of South Texas have expressed the need for new educational options within their community to ResponsiveEd staff members. These individuals have expressed a growing need for alternative, cutting-edge programs to address the opportunities afforded by HB5, more so than is currently being offered by traditional high schools in the area. These parents and community leaders see such educational solutions as critical to the success of their students and of the region. As such, with its emphasis on career and technical pathways coupled with elective course options, the Premier CTE Center will give students the ability to truly become college and career ready by earning a mastery certification in their identified areas of interest and by declaring an area of endorsement focused in specific career preparedness as outlined by their community need.

During interactions with ResponsiveEd staff, South Texas students, parents, stakeholders and community members have expressed their concern that existing methods utilized by community high schools often suffer from a lack of student engagement which has, in turn, led to disengaged students and the deterioration of interest in school holistically. As expected, this has further led to higher dropout rates of disengaged students. The CTE center will be designed to accommodate and encourage the needs of active engagement and learning opportunities for students. Students will be expected and encouraged to seek acceptance into community and four-year colleges and universities to further their education and excel in their career path of interest. In an effort to address the "one size fits all" model of student graduation plans, individualized graduation plans tailored to the specific aptitudes and vocational ambitions of each student will be devised by the campus guidance counselor who will provide opportunities for students to learn more about college requirements and career readiness in several critically important pathways.

With the impact of immigrants entering into the state of Texas from the Texas/Mexico border, a high demand exists for strong willed, skilled, bilingual candidates to fill positions in security and U.S. Border Patrol. With the CTE Law, Public Safety, Corrections & Security career cluster in place, students will learn what is necessary to successfully fulfill the needs of active and open positions.

Health care is a vital part of the South Texas economy in metropolitan areas as well as a growing industry. According to the Texas Workforce Commission (TWC), health care employment in the region is increasing rapidly and strong employment growth in the health care industry is expected to continue. One of the major challenges in filling positions is due to the overwhelming increase in demand for qualified candidates. The CTE career cluster of Health Science will guide students through hundreds of specialties available in the healthcare field and give them real world experiences that provide for understanding the industry and opening doors to further education opportunities.

In today's 21st century economy, there is a high demand to meet the needs of entertaining and informing others through an ever-growing array of new media forms. The Arts, A/V Technology & Communications CTE career cluster equips students' creativity by training and through the use of audio-visual technology and computer programs and/or programming. This CTE career cluster addresses the needs of students who desire a hands-on interaction with media and entertainment while understanding and meeting industry standards.

With the introduction of the aforementioned CTE career clusters, ResponsiveEd believes that the needs assessed by staff through community engagement, constant engagement with disengaged students and those who have already dropped out, as well as the general observation of a need for 21st Century learning can be addressed, at least in part, by the Premier CTE Center.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	A program designed to address 21 st century needs and students' interests in CTE while ensuring that all core academic standards are met.	Allow for state of the art facilities, curriculum, and faculty to address the needs and requirements of a CTE program suited to serve local student and job placement needs.
2.	Learning environments that utilize emerging technology for a hands-on learning experience.	Assists in providing industry standard software and hardware needs, CTE supplies, and a dynamic classroom design to accommodate the needs of the specific CTE career clusters offered to students. A technology rich environment will help to meet local student, business, and industry needs and will assist with supplemental instructional elements for special education students and students needing further support.
3.	Learning opportunities, blended teachers and teaching environment, student technology and instruction.	Allow for engaging speakers, on-site trainings and demonstrations, and off-site learning experiences to further enhance the understanding and social awareness for all students. Technical and diversity training will be provided to all teachers to ensure CTE standards are met.
4.	Technology driven education with small student to staff ratios.	Allow for hiring of additional staff to ensure an individualized student experience and effective learning environments that allow ample time for teacher training and development, and implementation of current technology into curriculum.
5.	Targeted college and job preparation.	Support interaction and experience with local colleges and universities, surrounding businesses, as well as student training and enhancement initiatives. Provide supplementary aid towards travel to and from local universities and colleges. Provide counselors and speakers to aid in internship and job placement.

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Schedule #14—Management Plan

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus Director	Must have a Bachelor's degree from a four-year accredited College or University, Master's degree preferred. School Administrator Certificate recommended and Possess a Current Texas Teaching Certification with four years teaching experience, preferred. Must have 5+ years of experience in supervising a staff of 5 and experience in managing budgets.
2.	CTE Teachers	Bachelor's degree from accredited College or University. Must meet Highly Qualified (HQ) requirements in Career and Technical Education subject taught.
3.	Core Academic Teachers	Bachelor's degree from accredited College or University. Must meet Highly Qualified (HQ) requirements in subject taught.
4.	Guidance Counselor	Knowledge of the latest trends in education, graduation requirements, and the ability to develop creative solutions for instructional needs. Working knowledge of state assessment exams (E.g., PARCC, EOC and STAAR). Must have excellent verbal and written communication skills.
5.	Campus Secretary	Knowledge Career and Technical Education career clusters and pathways. Strong communication skills coupled with the ability to explain aspects of HB 5 and CTE.

Grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Objective	Milestone		Begin Activity	End Activity
Apply technical skills and academic knowledge	1.	Use of knowledge/skills acquired through experience and education.	06/01/2015	05/02/2016
	2.	Connecting concepts with application.	06/01/2015	05/02/2016
	3.	Use of academic preparation in communication, problem solving, and other work-related practices.	06/01/2015	05/02/2016
Communicate efficiently and with reason.	1.	Clear communication: written, verbal, electronic and visual.	06/01/2015	01/25/2016
	2.	Active listeners speaking with purpose, comfortable with workplace terminology.	06/01/2015	05/02/2016
	3.	Communicate prepared for specific audience.	06/01/2015	05/02/2016
Align personal goals with career and education	1.	Personal ownership taken of education and career goals, managing to attain those goals.	06/01/2015	01/25/2016
	2.	Recognizing value of continuing education/experience to adapt to ever-changing work environment.	06/01/2015	11/01/2015
Apply technology to heighten productivity	1.	Maximizing existing/new technology to accomplish and solve workplace problems.	06/01/2015	05/02/2016
	2.	Flexibility/adaptability with new technology.	06/01/2015	Monthly
	3.	Understanding risks of technology and taking action to prevent and/or ease those risks.	06/01/2015	05/02/2016
Utilize critical thinking and perseverance to address and solve problems	1.	Recognize, understand the nature of, and effectively plan to solve workplace problems.	06/01/2015	05/02/2016
	2.	Thoughtfully investigate root cause before introducing solutions to perceived work place issues.	06/01/2015	05/02/2016
	3.	Carefully consider options and follow through decision to ensure resolution.	06/01/2015	05/02/2016

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Director of the Premier CTE Center, in coordination with and the approval of the Responsive Education Solutions Regional Director and Chief Systems Officer, will be responsible for meeting the academic requirements of the grant and carrying out the operational requirements of the grant. The Chief Financial Officer will hold responsibility for the financial requirements and will work with the Campus Director and Regional Director to ensure compliance.

The comprehensive monitoring and assessment of how grant resources are utilized by the above listed individuals will include the administration of NWEA Measures of Academic Progress (MAP) assessments in the areas of Reading, Language Usage, and Mathematics. Early identification of students who are struggling in these areas will be essential to the development of an intensive mandatory tutorial program to address identified needs. Intervention strategies and techniques will be available before and after school as well as on Saturdays. Tutoring for targeted learning gaps will continue throughout the year as needed. Additionally, other district benchmarks that are aligned with the Texas Essential Knowledge and Skills (TEKS) for End of Course state assessments will be administered as another source of data to ensure the success of students.

The data gathered by MAP and the benchmarks will insure feedback and thus continuous improvement during the grant period and beyond. This, along with the daily monitoring of student progress, will allow all participants to provide qualitative and quantitative feedback, enabling leadership to determine whether the new school will have met its stated goals and objectives, and whether it has achieved the desired results based on the established performance indicators. Once armed with that knowledge, administrative staff, counselors and teachers will work with students and their families to make changes to address the needs that are clearly known based on the data gathered.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ResponsiveEd / Premier High Schools currently has multiple dropout recovery campuses in the South Texas region. Campus leadership of the Premier CTE Center will coordinate efforts with other schools in the area to ensure the success of students not only those at the CTE Center but for those who are enrolled at sister campuses along with those students needing a different educational approach than is offered by traditional counterparts, including the dropout recovery model.

Grant funds will assist in providing industry standard software and hardware needs, CTE supplies, and a dynamic classroom design to accommodate the needs of the specific CTE career clusters offered to students. A technology rich environment will help to meet local student, business, and industry needs and will assist with supplemental instructional elements for special education students and students needing further support. Utilizing grant funds to set the foundation for this school to provide enhanced instruction while maintaining varying learning styles will maximize the grant funds effectiveness.

To ensure that all participants remain enthusiastic and deeply committed to the CTE Center's vision for success, unique and non-typical training will be provided for personnel, specifically as it relates to the student-centric instructional design. Technology training, training related to media design, technology-based supplemental development, and training to support the instruction of career specific duties will be funded with the grant. Training opportunities will continue to be made available for classroom instructors to stay abreast with the demands of teaching 21st Century students, and the demands of the future job market they are preparing to enter, far beyond the grant funds end date.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Solicit weekly feedback from all participating staff and stakeholders.	1.	Correct deficiencies, allow for quick reactions and continuous improvement.
		2.	Growth of a culture of faculty/community voice and input.
		3.	All parties proactively engaged in obtaining solutions to possible issues.
2.	Continually monitor measurable student performance data.	1.	Identify and correct program deficiencies in monthly leadership meetings.
		2.	Measure student success based on program goals and mission
		3.	Weaknesses addressed and progress defined by graduation/CTE courses.
3.	Obtain formative evaluation information for CTE Center from school constituent groups.	1.	Conduct evaluations to determine success of objectives of the project.
		2.	Encourage teaching through intrinsic motivations and career growth.
		3.	Provide insight to growth in areas where attention is necessary.
4.	Utilize grant milestones and objectives ensuring student priorities are being addressed	1.	Evidence of students who communicate efficiently both at school and work.
		2.	Evidence of critical thinking skills and problem solving through/with tech.
		3.	Application of appropriate student technical and academic knowledge.
5.	Evaluate quality of instruction and curriculum consistently as the school grows.	1.	File instructional concerns for future reference and learning opportunities.
		2.	Consult with Executive Leadership Team for evaluation and direction.
		3.	CTE curricular success in student academics /college/ career placement.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Measurable student performance data will be collected through student performance benchmarking and state assessments, as well as staff survey feedback by the grant project manager.

District level and campus level meetings will be held in order to communicate performance standards and student progress, ensuring performance objectives are met. These meetings will also be used to discuss the progress of the students as it pertains to the performance standards.

Released state assessment tests and Study Island software assessments will be used on a regular basis to assess student performance and to enhance the services provided to each individual student.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CTE Center will be governed by Responsive Education Solutions ("ResponsiveEd"), a 501(c)(3) nonprofit corporation established in 1998. The school's organizational structure will be established as follows: Texas Commissioner of Education → ResponsiveEd Board of Directors ("Board") → ResponsiveEd Executive Leadership Team → Campus Director → Teachers.

The Board will be the ultimate governing body for the Premier CTE Center. It will ensure that the school operates efficiently, effectively, and in accordance with the CTE Center's charter, mission, vision, and performance goals. The Board will have final say in all policy, financial, and operational decisions for the school.

The Board continuously considers policy recommendations made by the Executive Leadership Team. Such policies are recommended based on changes in law, rule, or regulation; industry best practices; and/or input from the CTE Center's staff, parents, students, and volunteers.

While the Board shall delegate responsibility to the Executive Leadership Team where permitted by law, the Board shall maintain final authority for policies governing curriculum, personnel decisions, budget allocation, and vendor selection. The Board is responsible for hiring, evaluating, and discharging the Chief Executive Officer. All other staff selection is conducted under the supervision of the Executive Leadership Team.

The Executive Leadership Team is responsible for providing central administrative support to the Premier CTE Center in accordance with the policies established by the Board.

The Campus Director has immediate responsibility of day-to-day leadership of the school. The Campus Director is responsible for following state law, IDOE policies, and district policies. The Campus Director will be a proven leader with appropriate education and experience needed to administer a school.

Teachers are the learning facilitators in the school who maintain direct contact with each student under their care on a constant basis. The teacher monitors progress, assists the student in overcoming learning difficulties, provides motivation, and in general, creates an environment of loving care. The teacher will also work to engage the students' parents in their daily progress.

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Schedule #16--Responses to Statutory Requirements

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As has been successfully done with its other 30+ Texas charter schools, Responsive Education Solutions will provide for continued operation of the School once the Federal start-up grant has expired through use of standard State FSP, special services (e.g., Special Ed, Comp Ed, Bilingual Ed, High School Allotment, etc.), and Federal funding sources. Additionally, local funding services and resources as well as community resources will be obtained for continuance of the successful operation of the Premier CTE Center.

Schedule #16--Responses to Statutory Requirements**For TEA Use Only**

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By TEA staff person:

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Premier CTE Center will not request any waivers of Federal statutory or regulatory provisions; neither will it request any State or local rules be waived for the purposes of fulfilling this grant program.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Premier CTE Center will utilize the grant funds to support costs of equipment and personnel related to the objectives, goals and student-centric learning goals of the school. Funds will be used in such areas as cutting edge technology that provides industry-relative work experience, elements that are not typically funded. It will also aid in providing an environment that supports the individualized instruction, attention to students' individual learning styles, and team building.

The funds will also be utilized to assist with supplemental instructional design elements for special education students through the use of career and technical resources. These resources will help provide enhanced, hands-on learning opportunities for every student in the most effective way possible.

Because Career and Technical Education is a major component of the instructional design of this new school, the funds will assist in software, hardware, and equipment requirements for enriched CTE career clusters. A CTE-rich environment can be assessed to see the impact on, not only the retention of previously disengaged students, but impact the learning styles of each student and challenge them to exceed through hands on learning. It will also help them apply lessons from the classroom to local business and industry needs. Software that will be funded by this grant has been researched and deemed most appropriate for the learning styles and goals of CTE as well as the job placement needs of the South Texas region.

Unique and non-typical career cluster training will be required for personnel providing instruction at the Premier CTE Center. As digital natives, 21st Century students are frequently technologically ahead of their teachers. Through this funding, however, technological training and development will be provided to teachers in order to encourage the inclusion of technology in everyday lesson plans as well as to maintain relevance to the students' postsecondary field of interest. This training, paired with the design of the CTE curriculum, will allow instructors to utilize tools with which students are already familiar and in which they are very interested.

Public Charter School Start-Up Grant funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education through continual communication with Responsive Education Solutions Federal Programs Department, the Federal Programs Director, and the Chief Financial Officer. Quarterly expenditure reports including Public Charter School Start-Up Grant funding will be presented to the Board of Trustees for approval.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Premier CTE Center meets the Federal definition of charter school as defined in Public Law 107-110, Title V, Part B, Sec. 5210. This new charter school will be operated by Responsive Education Solutions, the charter holder of Premier High Schools, a local educational agency (LEA) under state law recognized by the state educational agency (SEA), the Texas Education Agency (TEA).

This school will serve children with disabilities according to the provisions of the Individuals with Disabilities Education Act, the Texas Education Code, Title 19 of the Texas Administrative Code, and the Commissioner Rules. This includes on-site provision of early intervening services (EIS), identification of students with disabilities, and the provision of supplementary and related services for eligible students.

Funds will be proportionally distributed based on the relative enrollment of students with disabilities and the needs identified for those students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 072801

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 072801

Amendment # (for amendments only):

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TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School											40	40	40	40	160
TOTAL:											40	40	40	40	160
Total Staff															12
Total Parents															65
Total Families															80
Total Campuses															1

TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School											50	50	50	50	200
TOTAL:											50	50	50	50	200
Total Staff															16
Total Parents															80
Total Families															90
Total Campuses															1

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 072801

Amendment number (for amendments only):

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No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 072801	Amendment number (for amendments only):
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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 072801

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 072801

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 072801

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 072801

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 072801

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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